

Safety. Connection. Problem-Solving.



Center-wide Implementation Guide

Infant/Toddler Administrators

This Guide is just the beginning of your Conscious Discipline journey!
Call 800-842-2846 or visit ConsciousDiscipline.com to learn more.

Personal Plan

- What three things generated a personal “Aha” for you?
1. _____
2. _____
3. _____
- How will you expand on this personal interest to begin your implementation process?
- What two rituals seemed the most meaningful for you?
1. _____
2. _____
- What activities/songs/games did you find really helpful?
1. _____
2. _____
- Did you enjoy the Brain Smart® Start routine? _____ Why? _____
- Did the Safekeeper ritual provide you focus? _____ How? _____
- Did your daily commitments offer you success and focus? _____ How? _____

- Did you enjoy your job? Did you benefit from the jobs of others? _____
How does this apply in a School Family™? _____
- What inner speech are you willing to change?
 - ☐ I'm safe. Keep breathing. I can handle this.
 - ☐ You can do it. You can do this!
 - ☐ What are my two choices? Think of two choices and just get started.
 - ☐ Are these thoughts helpful or hurtful?
 - ☐ I feel angry, sad or disappointed. Breathe. I can handle this.
 - ☐ I wish you well.
 - ☐ What am I willing to do differently?



Essential Beginnings

1. Start your personal “Be a S.T.A.R.” program, then start with faculty, staff and students

- Find your internal Safe Place, then create one for your classroom, school, home or office.
- Take back your power. Shift from “make me, please me” language to “I’m going to ____.” Once you empower yourself, you will then be able to empower your children.
- Consciously be aware of your buttons. Say to yourself, “I’m safe. I can handle this. Keep breathing.” Once you are conscious of your buttons, help children be conscious of theirs.
- Structure: Safe Place

2. Start your personal Wish Well program

- Create a Wish Well ritual in your classroom, school or home.
- Let go of judging yourself and others and begin wishing others well. Then teach this to children.
- “Kareem is having a hard time sounding out his words. Let’s wish him well.”
- Structure: Wish Well Board

3. Start the day the Brain Smart way

- Teach some activities to unite.
- Teach some activities to connect.
- Teach some activities to disengage the stress response (S.T.A.R., Drain, Pretzel, Balloon).
- Teach commitments. Start with class agreements and move to individual.

4. Create a “Safety” job description

- My job is to keep you safe. Your job is to help keep the school safe.
- Create a Safekeeper ritual.
- Walk in the classroom so everyone is safe.
- Line up and check to make sure you have enough room and everyone is safe.
- Are you being safe? What could you do now that would be helpful?

5. Create a School Family™

- Name your School Family.
- Create a School Family song, motto, mission statement and/or flag.

6. See misbehavior as a call for help

- The moment is as it is.
- The only person you can make change is yourself.
- Attribute positive intent.

7. Assertively tell children what to do

- What you focus on you get more of.
- Pivot if frustrated.
- Give two positive choices or assertive command.





Routines: What Visuals are Needed?

Explore the following procedures and discuss how you could add Conscious Discipline elements to each.

Drop Off

- What are your drop off expectations for parents and staff? Are they displayed in pictures and reviewed daily? What could you do to improve in this area? Does the routine incorporate rituals for connection?

Eating

- What is your transition routine for eating? What if a child is hungry before others? What is the expected procedure? Do you have visuals posted for everyone to see? Does the routine incorporate rituals for connection?

Playground

- Are the playground assistants educated about Conscious Discipline? What state are the children in when they stop playing? What skills are used to transition children back into the classroom? Is this routine clearly taught and visually posted?



Bathroom/Diapering

- What visuals are posted in the bathroom to communicate the expected behavior? Are two I Love You Ritual® choices available on the diapering table? How does the bathroom / diapering routine incorporate one-on-one connection time?

Dismissal/Goodbye

- What is your pick-up procedure for parents, staff and children? What rituals are incorporated into the routine?

Two Routines to Strengthen

- Chaos in your day signals a need for stronger routines. List two times that would benefit from stronger routines. Where are the existing routines unclear? What could you do differently?



Plan for My School /Agency

Drop-Off

Eating

Bathroom/Diapering

Dismissal/Goodbye

Two Routines to Strengthen



Brain Smart Start

- How will you start your faculty meeting with a Brain Smart Start?

- How will you start the entire school year off with a Brain Smart Start? (This includes a plan for creating an attachment figure before children arrive.)

- How will you unite your faculty?

Mission Statement: _____

Safekeeper Ritual: _____

- How will you help your faculty disengage stress?

- How will you have your staff and faculty constantly commit?





Connection

Rituals to Create for Staff

Build a plan for the year. Include when you will create and implement each ritual.

Ritual	Supplies Needed	Month to Implement
Beginning of Work		
Safekeeper		
Holiday		
New Staff		
End of Year		
Retiring Teacher		
Birthday		
Celebration		





Problem-Solving

Skills

Skills and Language to Remember	Visual Reminders to Display	Month to Implement
Composure: • Be a S.T.A.R. Program • Active calming • Downloading • Language of safety • “Breathe with me, you can handle this.”		
Assertiveness: • “Did you like it?” • Telling others what <i>to do</i>. (Instead of “Don’t ____.”)		
Encouragement: • Wish Well program • “Good for you. You did it! You ____.” (Instead of good job.) • “You ____ so _____. That was helpful.” (Instead of “Thank you” or “I like the way ____.”)		
Choices: • “You may ____ or _____. Which do you choose/Which one works best for you?”		
Empathy: • “Your face went like this.” • “You seem ____.” • “It’s hard when ____ happens.”		
Positive Intent: • “You wanted ____.” • “You were hoping ____.” (Instead of why, what, who?)		
Consequences: • “If you choose to _____ then _____.” (Logical consequences) • Problem-solving • School Family staff meetings		



Structures

Structure	Supplies Necessary	Location of Structure	Month to Implement
Safe Place Create one Safe Place in your office and another in the break room.			
Safekeeper			
Jobs Jobs include dish washer, Kindness Recorder, event planner, S.T.A.R. helper, etc.			
Friends and Family Board			
Ways to Be Helpful			
Time Machine			
Community News			
School Family Assemblies			
Celebration Center			
We Care Center			
Caregiver Attachment Figure			
Biting Program			
School to Home Connection			



Attachment

The first three years of life establish the following templates we utilize through adulthood:

- Our mental model for relationships.
- Our mental model of self.
- Our foundation for the ability to attend to and motivate ourselves.
- The way we will self-regulate and manage stress.

Healthy attachment is essential to the healthy development of these templates. In group care, this means each child has one consistent person designated as a secure base. Each adult will be an attachment figure for multiple children, but each child only has one attachment adult. This “Caregiver Attachment Figure” attends to the child during times of distress. During upset, other caregivers hand the child to the attachment person much like a friend would hand the child back to Mom for soothing at home. Ideally, the attachment figure is also the primary person who meets life needs such as diapering and feeding. Of course, all adults may assist in diapering, feeding and playing with all children, but each child has only one attachment figure to soothe with during times of distress.

Ideally, your school will employ Baby Doll Circle Time® in addition to Caregiver Attachment Figures. Baby Doll Circle Time strengthens attachment, attunement and social play through specifically structured activities. Caregivers conduct one-on-one rituals with children. They then lead the children in conducting these same interactions with their baby dolls in a group setting. During this group time, the children re-experience the connection and enjoyment felt during the one-on-one interactions. This approach facilitates every child experiencing the connection he requires to thrive.

- How will you establish your Caregiver Attachment Figures?

- How and when will you conduct Baby Doll Circle Time?

- How else will you support healthy attachment daily? Throughout the year?



Biting Program

Before age three, biting is somewhat common. When a child repeatedly bites:

1. Identify stressors—not enough structure, too much structure, not enough rest, eating, bowel habits, connection, attunement, etc.
2. Start a stress reduction program at home and school.
 - More touching (skin to skin), massage games (I’m saying goodnight to your legs, arms, hands, fingers, head, etc.)
 - I Love You Rituals with attuned interactions
 - Chest and lap time while downloading calm
 - More visual schedules and routines
3. Shadow the child and use a teething necklace. There is nothing you can do to help a child learn other ways of getting needs met after the bite has occurred. You must catch the child before the bite. Most bites occur during transitions and unstructured time. Have a person shadow the child who is biting. When the child begins to bite:
 - Toss the teething cloth into the child’s open mouth. The mouth will close.
 - Firmly say, “STOP. No bite! Ouch! (make pained face) Biting hurts.”
 - Say, “You wanted _____(take an educated guess as to what the child wanted). Say _____(acceptable words) or do _____(acceptable action)!”
 - Make visuals of alternatives to biting: Say, “My turn,” put up a STOP hand, play with a different toy, move away, etc.

After age three, children usually bite when they feel powerless or scared, such as when they are losing a fight or think they are going to be hurt. Older children who frequently bite others may need to be seen by a doctor. This type of biting may be a sign that there is a problem with expressing feelings or self-control.



School to Home Connection

In infant/toddler centers, family involvement is key. Many schools create an enrollment plan that outlines certain responsibilities for enrolled families. They also make a conscious effort to connect home and school through activities like I Love You Rituals and a Be a S.T.A.R. Program. The following documents are samples of items sent home from a center utilizing Conscious Discipline:

“Keep It Safe” Guidelines

- The adults’ job is to keep the school safe. The children’s job is to help keep the school safe. Keep our school safe by using a calm tone and helpful language while on school premises.
- Attend at least four of our monthly school-sponsored Conscious Discipline® workshops each year.
- Follow all drop off and pick up procedures (see handbook).
- The front door will be locked at 9:15. If you are late, please ring the doorbell for someone to let you in and then follow regular drop off rituals. While you wait, you can do an I Love You Ritual, belly breathing activity, Safekeeper Ritual, etc.!
- Cell phone use is prohibited on school premises.
- Keep all toys, books, play jewelry, etc. at home unless otherwise specified.
- Respect and follow the allergy restrictions of other School Family friends (we will let you know if there are any).
- Receive coaching from team members with an open mind and remember our intention is to help you be more effective with your children.
- Use the Suggestion Station located in the adult bathroom as much as needed for any input you want to offer to help us continue growing.



Discipline Policy

Discipline means to teach! We teach children how to get their wants and needs met appropriately, provide language and tools to interact with others safely, and develop skills to empower each child to feel his/her feelings, accept them and process them safely. We provide many opportunities to build self-worth, increase self-control and develop social competence during our daily routine.

Conscious Discipline® is the discipline approach we use. Conscious Discipline is a comprehensive social-emotional classroom management program that is based on current brain research, child development information and developmentally appropriate practices.

Conscious Discipline is built on three major premises:

1. Controlling and changing ourselves is possible and has a profound impact on others.
2. Connection governs behavior.
3. Conflict is an opportunity to teach.

Conscious Discipline is a relationship-based, community model for classroom management. Creating a compassionate community of learners called the “School Family™” is at the core of the program. We focus on teaching communication skills during conflict moments in order to instill lifelong pro-social and problem-solving skills.

If the School Family fails to promote pro-social behavior, teachers use a combination of increased connection strategies, increased and varied methods of skill teaching, and logical consequences to motivate children to use the socially acceptable communication skills we’ve taught.

Love, expressed through safety, cooperation and respect, is the tool used to imbue the School Family with power. Teachers and students alike are empowered to practice self-control and relate to others in helpful ways. Conscious Discipline empowers adults to handle any and all discipline encounters without manipulation, reward-giving, disrespect, intimidation, corporal punishment or physical force. Ample research shows these practices to be detrimental to development and emotionally damaging, so our School Family does not tolerate them. As you will hear us say time and time again, “We are Safekeepers. Our job is to keep children safe.”

We set limits and follow through, have predictable routines to help children feel safe, post our routines and expectations clearly in visual form, teach problem-solving skills in context, and provide a Safe Place in every classroom. We encourage children to utilize the Safe Place to conduct calming activities (breathe, squeeze a ball, hug a stuffed animal, look at a book, draw/write, etc.) as needed to regain composure during times of distress. Once they are calm, children are then able to return to learning, manage the situation through problem-solving (BIG Voice, Time Machine) or simply to feel their feelings.

You will learn more about composure, the School Family, the Safe Place, using a BIG Voice and many more transformational strategies from Conscious Discipline at our free monthly parent workshops. While you are required to attend four of these sessions yearly, we encourage you to join us for all of them.



I Love You Rituals in the Home

I Love You Rituals are essential activities in our infant/toddler center! I Love You Rituals promote connection. Connection promotes cooperation, willingness and optimal brain development. We will be teaching you one new ritual each month at drop off. We will also be sending home reminder pages and class-made books to help you learn them. Share these loving interactions with your child, siblings, grandparents, other family members and friends. Strong, loving bonds are the building blocks of healthy brains and healthy families! Here is your first I Love You Ritual:

Twinkle, Twinkle Little Star

Dr. Becky Bailey's *I Love You Rituals*, page 63.
ConsciousDiscipline.com

Twinkle, twinkle, little star,
*"Twinkle" by raising your hands up high and
fluttering your fingertips together with the child's.*

What a wonderful child you are!
Tap the child's chest or nose at "you."

With bright eyes and nice round cheeks,
Trace circles on the child's cheeks.

A talented person from head to feet.
Tickle "from head to feet."

Twinkle, twinkle, little star,
Repeat the starting motions.

What a wonderful child you are!



Building Level Checklist

- ☐ All staff members (certified and non-certified) have a basic understanding of the Conscious Discipline Brain State Model.
- ☐ Administrator has an eight-month plan to introduce the seven powers during faculty/staff meetings by doing a five-minute teaching piece about each power.
 - September: Perception • October: Unity
 - November: Attention • January: Free Will
 - February: Acceptance • March: Love
 - April: Intention • May: Reflection
- ☐ The Administrator has identified a structure and ritual that will be introduced by a team or a staff member at each faculty meeting, and obtained willingness from those involved.
 - September: _____ • Name: _____ • October: _____ • Name: _____
 - November: _____ • Name: _____ • January: _____ • Name: _____
 - February: _____ • Name: _____ • March: _____ • Name: _____
 - April: _____ • Name: _____ • May: _____ • Name: _____
- ☐ The Administrator has adopted the Conscious Discipline Behavioral Contract Teacher Worksheet to use with repeat discipline problems.
- ☐ The Administrator has equipped the office with a Safe Place and the tools necessary to calm an upset child.
- ☐ The administrator or a staff member has implemented the structures and rituals in the staff break room as they are being introduced at the monthly staff meeting.
- ☐ Every infant is assigned a “Caregiver Attachment Figure” in the infant room to promote healthy attachment and optimal brain development. Classrooms of all ages are using I Love You Rituals, plus Baby Doll Circle Time or other attachment program (also to foster optimal development).
- ☐ The administrator or a staff member has educated the staff about the School Family Assembly.
- ☐ The staff is willing and interested in implementing the School Family Assembly.
- ☐ The administrator encourages staff members to discuss and reflect about the monthly power and structure during the planning time (collaborative teaming) each week.
- ☐ The administrator or a staff member offers a monthly newsletter educating the parents about the power and structure that is being implemented in their child’s classroom.
- ☐ Administration and staff have developed and implemented an enrollment plan together.



Three Year Training Commitment

The following is a training checklist based on the best practices in the Pay It Forward Transformational Process. This represents one training pathway. Our Master and Certified Instructors can provide a myriad of additional supports from on-site events to conference calls to aid you in your Conscious Discipline journey.

The Pay It Forward Transformational Process is essential for successful implementation. It provides a specific, detailed and proven plan for implementing Conscious Discipline.
Download it from the Free Resources section of our website at ConsciousDiscipline.com

Year One Training Commitment

Off-Site Training:

- ☐ Send at least one administrator and your most enthusiastic teachers to the Conscious Discipline Summer Institute (CDI). These teachers will create model classrooms in your center and become your Conscious Discipline Action Team (CDAT).

On-Site Training:

- ☐ Engage a Master Instructor in a center-wide two day (or longer) workshop at your center.
- ☐ Schedule additional center-wide workshops with your Master Instructor throughout the year.
- ☐ Engage Conscious Discipline Coaches to help establish model classrooms in your center.

Internal Training:

Your Master Instructor will provide guidance to you and your CDAT, who will then lead the rest of the center in learning opportunities such as the following:

- ☐ Leading a book study of the *Conscious Discipline* book.
- ☐ Using the “T.A.G.! You’re It!” coaching model to build skills.
- ☐ Creating a learning library of videos showing effective practices.
- ☐ Starting a parent education program or other community outreach.



Year Two Training Commitment

Off-Site Training:

- ☐ Send additional enthusiastic teachers to the Conscious Discipline Summer Institute (CD1).

On-Site Training:

- ☐ Engage a Master Instructor in a center-wide two-day (or longer) workshop at your center.
- ☐ Schedule additional center-wide workshops with your Master Instructor throughout the year.
- ☐ Engage Conscious Discipline Coaches to provide one-on-one assistance.

Internal Training:

Your Master Instructor will provide guidance to you and your growing CDAT who will then lead the rest of the center in learning opportunities such as the following:

- ☐ Leading a book study of the *Creating the School Family* book.
- ☐ Using the “T.A.G.! You’re It!” coaching model to build skills.
- ☐ Using the online rubrics to self-check and reflect.
- ☐ Facilitating additional family and community learning opportunities.



Year Three Training Commitment

Off-Site Training:

- ☐ Send additional enthusiastic teachers to the Conscious Discipline Summer Institute (CDI).

On-Site Training:

- ☐ Engage a Master Instructor in a center-wide two-day (or longer) workshop at your center.
- ☐ Schedule additional center-wide workshops with your Master Instructor throughout the year.
- ☐ Engage Conscious Discipline Coaches to provide one-on-one assistance.

Internal Training:

Your Master Instructor will provide guidance to you and your growing CDAT, who will then lead the rest of the center in learning opportunities such as the following:

- ☐ Leading a book study of the *Creating the School Family* book.
- ☐ Using the “T.A.G.! You’re It!” coaching model to build skills.
- ☐ Using the online rubrics to self-check and reflect.
- ☐ Facilitating additional family and community learning opportunities.



Three Year Implementaton Guide

The following provides general checklists for the first three years of implementation. This is a ground-level supplement to the implementation plan provided in the Pay It Forward document. Pay It Forward is essential to any school's implementation. It provides a specific, detailed and proven plan for implementing Conscious Discipline. Download it from our free "Resources" section of our website.

Year One: Adding On

Year One is an "add on" year. Add on to what you are currently doing slowly. Do not attempt to change everything. Here is a reasonable list of what you could expect faculty and staff to add on:

Routines:

- ☐ Brain Smart Start
- ☐ Daily Schedule in Pictures
- ☐ One Routine Book

Structures:

- ☐ Safe Place
- ☐ Job Board
- ☐ Ways to Be Helpful
- ☐ Picture Rule Cards
- ☐ Friends and Family Board

Rituals:

- ☐ Safekeeper
- ☐ Wish Well
- ☐ Greeting
- ☐ Absent Child

Language:

- ☐ Assertiveness: "I'm going to ____." "Did you like it?"
- ☐ Noticing: "You did it! You ____ so _____. That was helpful."
- ☐ Two positive choices: "You may ____ or _____. Which is better for you?"



Year Two: Letting Go

During Year One, you might have noticed that some teachers' old practices simply died a natural death. During Year Two, you will start thinking about what you consciously want to let go of. Do you need both a Safe Place and a time out? Do you need a School Family and a reward box? Here is a reasonable list of what you could expect your faculty to implement in Year Two:

Routines:

- ☐ More Routine Books
(Make these more visual, more systematically taught, more controlled by the children.)

Structures:

- ☐ Time Machine
- ☐ We Care Center
- ☐ Celebration Center

Rituals:

- ☐ New Child
- ☐ Leaving Child
- ☐ Testing

Language:

- ☐ Positive Intent: "You wanted ____."
- ☐ Empathy: "You seem ____."
- ☐ Class Meetings: "I noticed ____."

Literacy:

Suggested class-made books:

- ☐ Friends and Family book
- ☐ What Bugs Me book
- ☐ How I Turn Bug Crazy Mad Into Caterpillar Calm book
- ☐ Ways To Be Helpful book
- ☐ S.T.A.R. book

I'm going to Smile.

I'm going to Take a deep breath in,

And I'm going to hold it.

I'm going to Relax by breathing out slowly.



- ☐ Safe Place book
What choices do you have in the Safe Place?
- ☐ Daily Schedule book
- ☐ Picture Rules book
- ☐ What I Learned This Year book
- ☐ Job Descriptions book
- ☐ Routine books
Entering the room, naptime, lunch, etc.
- ☐ I Use My BIG Voice book
I use my BIG Voice when _____
And I say _____
- ☐ Our School Family Treasures book
_____ is a treasure. We will keep him/her safe.

Year Three: Integration

During Year Three, you will be more comfortable with shared control and personal empowerment. This is a year to focus on integrating Conscious Discipline into your entire curriculum. Weave it in with literacy, science, math, etc. It can become a way of life, adding meaning to academics. You will be more comfortable with the structures and the rituals, so focus more on problem-solving.



Optional Ways to Enhance Conscious Discipline

Coaching

Off-site: Telephone or Skype (up to five people)

On-site: Modeling the Skills of Conscious Discipline with teachers and children in the classroom

Professional Development On-Site

Going deeper with Conscious Discipline on-site with your faculty and staff. See the three-year plan, or our associates are available for one, two, three or four days of Conscious Discipline training.

Strategic Planning Session(s) with Administration

A Master Instructor plans a strategy to implement Conscious Discipline at your site. Available on-site, via Skype or Telephone.

Parent Night

Involve the parents in your school and community at this unique two-hour experience.

For additional information contact us at:
.800.842.2846

